

## Examination of Physical Education and Sports Teachers' Anxiety Regarding Their Professions Beden Eğitimi ve Spor Öğretmeni Adaylarının Mesleklerine Yönelik Kaygı Durumlarının İncelenmesi

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**Abstract:** Increasing the quality of educational organizations that shape the future generations of society can only be possible by eliminating existing problems. Some of the important problems related to education are the self-professional concerns experienced by teachers and teacher candidates, who are the leading roles of educational organizations. The increase in professional anxiety negatively affects the performance of teacher candidates and is a state of uneasiness that threatens their biological health. In this respect, it is important to reveal the level of professional anxiety of teacher candidates. The aim of this study is to examine the anxiety levels of physical education and sports teacher candidates towards their profession. The population of the research consists of physical education and sports teacher candidates studying in physical education and sports colleges of universities (İğdır University and Kafkas University) in the 2020-2021 academic year, and the sample group consists of 345 (187 male, 158 female) teacher candidates selected on a voluntary basis. As a data collection tool in the research; The "Vocational Anxiety Scale for Pre-Teachers" developed by Cabi and Yalçınalp (2013) was used. SPSS 22.0 program was used in the analysis of the data. After testing for normality and homogeneity, t-test was performed for independent groups in paired groups, and one-way analysis of variance and LSD post-hoc test correction was performed for variables with more than two groups. Values are presented as mean and standard deviation and analyzed at 0.05 significance level. As a result of the research; It is seen that there is no significant difference in the anxiety levels of physical education teacher candidates towards their profession in terms of men and women. In terms of age variable, it was observed that the professional anxiety levels of teacher candidates aged 27 and over were higher than other age groups, while a significant difference was found in terms of the type of high school graduated from. However, no significant difference was observed in terms of the class variable studied. It was determined that the physical education and sports teacher candidates with a high academic grade point average had higher occupational anxiety than those with a low academic grade point average. In terms of mother's education level variable; It has been observed that primary, secondary and associate degree graduates have higher anxiety than high school and undergraduate graduates, and there is no significant difference in terms of the father's education level variable. It was concluded that there was no significant difference between the professional anxiety levels of physical education and sports teacher candidates in terms of income level.

**Keywords:** Physical education and sports, teacher candidate, occupational anxiety.

**Özet:** Toplumun gelecek kuşaklarını şekillendiren eğitim örgütlerinin niteliğini artırmak, var olan sorunların ortadan kaldırılmasıyla mümkün olabilir. Eğitimle ilgili önemli sorunlardan bir kısmını eğitim örgütlerinin başrolündeki öğretmen ve öğretmen adaylarının yaşadığı öz mesleki kaygılar oluşturur. Mesleki kaygının artması, öğretmen adaylarının performansını olumsuz etkilemekte olup, onların biyolojik sağlığını da tehdit eden tedirginlik halidir. Bu bakımdan öğretmen adaylarının mesleki kaygılarının hangi düzeyde olduğunu ortaya çıkarmak önemli görülmektedir. Bu çalışmanın amacı, beden eğitimi ve spor öğretmeni adaylarının mesleklerine yönelik kaygı durumlarının incelenmesi amacıyla yapılan bir çalışmadır. Araştırmanın evrenini 2020-2021 eğitim öğretim yılında üniversitelerin beden eğitimi ve spor yükseköğretimde öğrenim görmekte olan (İğdır Üniversitesi ve Kafkas Üniversitesi) Beden eğitimi ve spor öğretmeni adayları, örneklem grubunu ise gönüllülük esasına dayalı olarak seçilen 345 (187 erkek, 158 kadın) öğretmen adayı oluşturmaktadır. Araştırmada veri toplama aracı olarak; Cabi ve Yalçınalp (2013) tarafından geliştirilen "Öğretmen Adaylarına Yönelik Mesleki Kaygı Ölçeği" kullanılmıştır. Verilerin analizinde SPSS 22.0 programı kullanılmıştır. Normallik ve homojenlik sınavının akabinde ikili gruplarda bağımsız gruplarda t testi, ikiden fazla grupların olduğu değişkenlerde ise tek yönlü varyans analizi ve LSD post-hoc test düzeltilmesi yapılmıştır. Değerler ortalama ve standart sapma şeklinde sunulmuştur ve 0.05 anlamlılık düzeyinde incelenmiştir. Araştırma sonucunda; beden eğitimi öğretmeni adaylarının mesleklerine yönelik kaygı durumlarının kadın ve erkekler açısından herhangi bir anlamlı farklılık olmadığı görülmektedir. Yaş değişkeni açısından 27 yaş ve üzerinde olan öğretmen adaylarının diğer yaş gruplarına göre mesleki kaygı düzeylerinin yüksek olduğu görülürken, mezun olunan lise türü değişkeni açısından da anlamlı farklılığa rastlanmıştır. Ancak öğrenim görülen sınıf değişkeni açısından anlamlı farklılık görülmemiştir. Akademik not ortalaması yüksek olan beden eğitimi ve spor öğretmeni adaylarının düşük olanlara göre mesleki kaygı durumunun daha yüksek olduğu belirlenmiştir. Annenin eğitim düzeyi değişkeni açısından; ilkökul, ortaokul ve önlisans mezunlarının lise ve lisans mezunlarına göre daha yüksek kaygı içerisinde olduğu, baba eğitim durumu değişkeni açısından ise herhangi bir anlamlı farklılık olmadığı görülmüştür. Gelir düzeyi açısından beden eğitimi ve spor öğretmeni adaylarının mesleki kaygı durumları arasında herhangi bir anlamlı farklılık olmadığı sonucuna ulaşılmıştır.

**Anahtar Kelimeler:** Beden eğitimi ve spor, öğretmen adayı, mesleki kaygı..

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## INTRODUCTION

We see that teaching is generally among the safe professions. However, the increase in teacher training faculties and colleges causes the accumulation of teacher candidates. For this reason, it is seen that "KPSS" criterion for teacher appointments, is not sufficient to perform the teaching profession and it has been observed that teacher candidates are in anxiety (Bozdam, 2008).

Although the anxiety of today's society does not decrease, it is increasing day by day. The reason for this is the changing society and the effort to keep up with life, the obstacles encountered while trying to cope with the difficulties. Young people in search of identity and who want to realize

themselves observe social events and encounter a feeling of anxiety when they seek solutions to them (Yörükoğlu, 1985).

Senior students studying at university living through one of the most critical phases of their life lives. Graduation considered as the beginning business life or unemployment life. Choosing a job, his plans for taking his we can see real-life roles, friends, and different tasks to be some of them factors that cause anxiety in the person (Tumerdem, 2007).

Any person most duty tasks of the education system due to equip students with mental skills and to raise them as

individuals with high self-efficacy beliefs and to ensure that they continue their desire to learn throughout their lives (Bandura, 1995). The quality systematically educational process service depends not only on the quality of the teachers, but also on the teachers' belief that they can achieve the desired goals. By increasing with the self-efficacy belief of teachers and educators teacher candidates, the contribution of the education system to the realization of its goals will be high (Caymaz, 2008). In the majority of the studies conducted on teacher candidates, the most important problems are self-efficacy beliefs and professional concerns about the profession.

Although the difficulties experienced by the teacher candidates both in the license and in the KPSS exam cause anxiety, issues such as the physical-technological facilities and culture of the regions they are assigned to, the possible administrators and colleagues, and their income can create negative situations in the candidates. It is stated that anxiety is a directly related concept in terms of shaping the future and causes discomfort in physical and psychological life (Ceyhan, 2004). According to Cüceloğlu (2016, p.276), who defines anxiety as one of the emotions that affect our daily life, the excitement of anxiety; It is an excitement that can contain many of the emotions of sad, distressed, afraid, attitude achievement, fear of being helpless, not being able to predict the outcome, and being judged, and directs human life.

Anxiety is; It can be defined as a danger signal that includes cognitive, sensory, behavioral and psychomotor processes and is heard and comprehended by the conscious side of the person, as well as a feeling of tension of unknown origin, which usually by forming together thought a negative situation will occur (Çetin, 2013). It is undeniable that senior in one of the most influential processes in the lives of those who study at the university (Bozkurt, 2004) in addition to the fact that this process may be the first stage of working life or being unemployed, in this process, the choice of job, the idea of being active in real life, friendships, job search anxiety and different situations are the factors that cause anxiety.(Çakmak & Hevedanlı, 2005).

In our country, there are different studies on anxiety view of teaching as a profession these studies are few in physical education teacher candidates. Alisinanoğlu et al., (2010), as a result of the study in which pre-school education teacher candidates' occupational anxiety levels were considering the significance of reached in terms of grade level.

Although studies research on personal situations were discussed. Teacher, which is an indispensable need for increasing the quality of education, and professional anxiety situations that are inevitable to be experienced; In this respect, it is important to reveal their personal situation and professional anxiety status of candidate teachers and level and how of the relationship between them. Considering these studies, it is seen that anxiety is very important in the life of physical education teacher candidates. For this reason, thus, the targeted investigate professional concerns physical education candidate teachers.

## MATERIAL AND METHOD

### Research Model

This study is a descriptive study to examine the anxiety levels of physical education and sports teacher candidates towards their profession (Karasar, 2012).

### Research Universe and Sample Group

The research was carried out on physical education teacher candidates continuing their education at the Physical Education and Sports Schools of universities (Iğdır University and Kafkas University) in the 2020-2021 academic year. 368 teacher candidates participated in the research. Incomplete and incorrectly filled scales were excluded from the study, and the scales filled by a total of 345 teacher candidates (187 Male, 158 Female) were handled during the study.

### Data Collection Tool

As a research data collection tool, the "Vocational Anxiety Scale for Teacher Candidates", which was developed by Cabı and Yalçınalp (2013) and whose validity and reliability analyzes were made, was used with the permission of the developer of the scale via e-mail (Appendix 2). As a result of the Exploratory Factor Analysis conducted by the researchers within the scope of construct validity, it was found that the scale formed a structure consisting of 45 items and eight sub-dimensions. It was seen that the eight-dimensional scale explained 65.72% of the total variance.

The items of the Vocational Anxiety Scale, which is arranged in a 5-point Likert type, are evaluated by the primary school teacher candidates participating in the study by choosing one of the options "I am not worried" (1) or "I am very worried" (5). The high average score of individuals in the sub-dimension indicates high professional anxiety in that field. The average of the sum of the sub-dimensions indicates the general occupational anxiety level, the high average score indicates high occupational anxiety, and the low average score indicates low occupational anxiety.

### Data Collection

In order to collect the data in the study, the "Anxiety Scale for the Teaching Profession" was applied to 345 Physical Education and Sports teacher candidates studying at different universities in the spring term of the 2020-2021 academic year. Before the measurement tool was applied to the pre-service teachers, the purpose of the research discussed was presented to teacher candidates. who included voluntarily together with the scale. The measurement tool used in the research was applied online by the pre-service teachers in approximately 20-25 minutes due to the pandemic. During the filling of the measurement tools, it was paid attention that the pre-service teachers were volunteers.

### Analysis of Data

For the statistical analysis of the data in the research, the data obtained from the scales were coded into the computer

environment and the SPSS 22.0 program was used. After testing for normality and homogeneity (the kurtosis and skewness of the data that did not show normal distribution were evaluated and those in the +/- 2.00 score range were assumed to have normal distribution). Independent t-test was used to analyze the difference between paired groups, one-

way analysis of variance and LSD post hoc correction test were used to analyze the difference between multiple groups.

## RESULTS

**Table 1.** Examination of the scores obtained from the scale according to the gender variable

		N	Ort	Std. S	n
Task-centered anxiety	Woman	158	3.9679	.93555	0,062
	Male	187	4.1532	.90121	
Economic and social centered anxiety	Woman	158	3.4665	1.08287	0,829
	Male	187	3.4927	1.14957	
Student communication-centered anxiety	Woman	158	3.9568	1.03925	0,052
	Male	187	4.1720	1.00386	
Colleague-centered anxiety	Woman	158	3.8592	1.00850	0,113
	Male	187	4.0307	.99024	
Personal development-centered anxiety	Woman	158	3.8592	1.10782	0,094
	Male	187	4.0508	1.00974	
Assignment-centered anxiety	Woman	158	2.7004	1.30446	0,503
	Male	187	2.7932	1.25915	
Compliance-centered anxiety	Woman	158	4.0148	1.01325	0,890
	Male	187	4.0000	.97029	
School management-centered anxiety	Woman	158	3.7025	1.00852	0,964
	Male	187	3.7077	1.06710	
General anxiety	Woman	158	3.7779	.79515	0,120
	Male	187	3.9139	.81812	

In Table 1, the examination of the scores obtained from the scale according to the gender variable is given. According to the t-test results of the independent groups, there is no difference in the scores obtained from the scale between male and female individuals ( $p>0.05$ ).

**Table 2.** Examination of the scores obtained from the scale according to the age variable

		N	Ort.	Std. S.	p	Difference
Task-centered anxiety	1. 21-24	283	4,0475	,89888	0,642	-
	2. 24-27	24	4,1220	1,05809		
	3. 27+	38	4,1898	1,00087		
Economic and social centered anxiety	1. 21-24	283	3,4679	1,11661	0,730	-
	2. 24-27	24	3,4226	1,15404		
	3. 27+	38	3,6128	1,12628		
Student communication-centered anxiety	1. 21-24	283	4,0783	,99112	0,944	-
	2. 24-27	24	4,0972	1,09668		
	3. 27+	38	4,0219	1,23218		
Colleague-centered anxiety	1. 21-24	283	3,9223	,99340	0,483	-
	2. 24-27	24	4,0521	1,02676		
	3. 27+	38	4,1118	1,04735		
Personal development-centered anxiety	1. 21-24	283	3,9673	1,02670	0,805	-
	2. 24-27	24	4,0521	1,15387		
	3. 27+	38	3,8750	1,24221		
Assignment-centered anxiety	1. 21-24	283	2,6572	1,23480		

	2. 24-27	24	2,8056	1,22737	0,003	3-1
	3. 27+	38	3,4123	1,46107		3-2
<b>Compliance-centered anxiety</b>	1. 21-24	283	4,0224	,96710	0,817	-
	2. 24-27	24	3,9167	1,10881		-
	3. 27+	38	3,9474	1,08919		-
<b>School management-centered anxiety</b>	1. 21-24	283	3,6985	1,03074	0,814	-
	2. 24-27	24	3,6389	1,18736		-
	3. 27+	38	3,7982	1,02679		-
<b>General anxiety</b>	1. 21-24	283	3,8349	,77728	0,666	-
	2. 24-27	24	3,8779	,97541		-
	3. 27+	38	3,9592	,93794		-

In Table 2, the examination of the scores obtained from the scale according to the age variable is given. According to the results of the one-way analysis of variance, a significant difference was observed in the assignment-centered anxiety sub-dimension ( $p < 0.05$ ). As a result of the LSD correction test, which revealed between which groups there was a significant difference, it was determined that there was a significant difference between the 27+ age group and the other two groups in the level of assignment-centered anxiety ( $p < 0.05$ ).

**Table 3.** Examination of the scores obtained from the scale according to the variable of type of high school graduated

		N	Ort.	Std. S.	p	Difference
<b>Task-centered anxiety</b>	1. Anatolian High School	166	4,0663	,91920	0,290	
	2.Plain high school	61	4,0609	1,01677		
	3.Vocational High School	58	3,8842	,95277		
	4.Sports High School	31	4,3157	,68282		
	5. Fine arts I.	4	3,7679	,77454		
	6. Imam orator L.	25	4,2686	,84698		
<b>Economic and social centered anxiety</b>	1. Anatolian High School	166	3,3924	1,13173	0,025	6-1, 6-2, 6-3, 6-4, 6-5
	2.Plain high school	61	3,3513	1,20050		
	3.Vocational High School	58	3,4483	1,14080		
	4.Sports High School	31	3,6912	,89981		
	5. Fine arts I.	4	3,6071	1,01267		
	6. Imam preacher I.	25	4,1771	,78168		
<b>Student communication-centered anxiety</b>	1. Anatolian High School	166	4,1335	,96211	0,281	
	2.Plain high school	61	3,9563	1,16305		
	3.Vocational High School	58	3,9023	1,08329		
	4.Sports High School	31	4,2688	,83520		
	5. Fine arts I.	4	3,4167	1,07583		
	6. Imam orator L.	25	4,2200	1,10315		
<b>Colleague-centered anxiety</b>	1. Anatolian High School	166	3,9699	1,00370	0,474	
	2.Plain high school	61	3,9221	1,12596		
	3.Vocational High School	58	3,7845	,98168		
	4.Sports High School	31	4,1694	,73424		
	5. Fine arts I.	4	3,5000	,81650		
	6. Imam preacher I.	25	4,1000	1,01294		
<b>Personal development-centered anxiety</b>	1. Anatolian High School	166	3,9955	1,03918	0,361	
	2.Plain high school	61	3,7746	1,23043		
	3.Vocational High School	58	3,8405	1,10590		
	4.Sports High School	31	4,1935	,71213		
	5. Fine arts I.	4	4,1250	,87797		
	6. Imam orator L.	25	4,1800	,98033		
<b>Assignment-centered anxiety</b>	1. Anatolian High School	166	2,8173	1,24103	0,163	
	2.Plain high school	61	2,6503	1,33393		
	3.Vocational High School	58	2,8103	1,36671		
	4.Sports High School	31	2,2151	,94103		
	5. Fine arts I.	4	3,1667	,79349		

	6. Imam preacher I.	25	3,0133	1,50148		
<b>Compliance-centered anxiety</b>	1. Anatolian High School	166	4,0884	,92345		
	2.Plain high school	61	3,8907	1,12665		
	3.Vocational High School	58	3,7241	1,05619	0,040	4-2, 4-3, 4-5
	4.Sports High School	31	4,1290	,98386		6-1, 6.3, 6-5
	5. Fine arts I.	4	3,4167	,68718		
	6. Imam orator L.	25	4,3467	,76667		
<b>School management-centered anxiety</b>	1. Anatolian High School	166	3,6908	,99667		
	2.Plain high school	61	3,6557	1,12046		
	3.Vocational High School	58	3,4655	1,16468	0,061	
	4.Sports High School	31	3,9570	,86385		
	5. Fine arts I.	4	3,5833	,16667		
	6. Imam preacher I.	25	4,1867	,93828		
<b>General anxiety</b>	1. Anatolian High School	166	3,8626	,79143		
	2.Plain high school	61	3,7785	,92547		
	3.Vocational High School	58	3,6988	,85533	0,189	
	4.Sports High School	31	4,0200	,55349		
	5. Fine arts I.	4	3,6175	,68806		
	6. Imam orator L.	25	4,1400	,74753		

In Table 3, the examination of the scores obtained from the scale according to the variable of the type of high school graduated is given. According to the results of the one-way analysis of variance, a significant difference was observed in the sub-dimensions of economic/social-centered anxiety and compliance-centered anxiety ( $p < 0.05$ ). As a result of the LSD correction test, which revealed between which groups the significant difference was, it was determined that there was a significant difference between the graduates of imam hatip high schools and the graduates of other high schools in the level of economic/social centered anxiety ( $p < 0.05$ ). Imam hatip high school graduates and Anatolian/vocational/fine arts high school graduates at the level of harmony-centered anxiety; It was determined that there was a significant difference between the graduates of sports high schools and graduates of Anatolian/vocational/fine arts high schools ( $p < 0.05$ ).

**Table 4.** Examination of the scores obtained from the scale according to the class variable

		N	Ort.	Std. S.	p	Difference
<b>Task-centered anxiety</b>	2. Class	58	4,1970	,82839		
	3. Class	103	4,0277	,99162	0,497	-
	4. Class	184	4,0505	,90782		
<b>Economic and social centered anxiety</b>	2. Class	58	3,6552	1,09683		
	3. Class	103	3,5104	1,13858	0,327	-
	4. Class	184	3,4092	1,11218		
<b>Student communication-centered anxiety</b>	2. Class	58	4,2471	1,06020		
	3. Class	103	4,0000	1,09390	0,329	-
	4. Class	184	4,0598	,97091		
<b>Colleague-centered anxiety</b>	2. Class	58	4,0603	1,05268		
	3. Class	103	3,9150	1,05925	0,654	-
	4. Class	184	3,9389	,95278		
<b>Personal development-centered anxiety</b>	2. Class	58	4,0302	1,11320		
	3. Class	103	3,9272	1,10626	0,840	-
	4. Class	184	3,9620	1,01790		
<b>Assignment-centered anxiety</b>	2. Class	58	3,0057	1,36153		
	3. Class	103	2,8770	1,22340	0,053	-
	4. Class	184	2,5996	1,26931		
<b>Compliance-centered anxiety</b>	2. Class	58	4,2644	,87806		
	3. Class	103	4,0259	1,02016	0,061	-
	4. Class	184	3,9149	,99391		
<b>School management-centered anxiety</b>	2. Class	58	3,7126	1,05861		
	3. Class	103	3,7055	1,00359	0,998	-
	4. Class	184	3,7029	1,05807		
<b>General anxiety</b>	2. Class	58	3,9990	,83918		
	3. Class	103	3,8341	,85402	0,310	-
	4. Class	184	3,8149	,77272		

In Table 4, the examination of the scores obtained from the scale according to the class variable is given. It was found that there was no significance according to the findings of one-way analysis of variance, observed between the scores obtained from the scale ( $p>0.05$ ).

**Table 5.** Examination of the scores obtained from the scale according to the GPA variable

		N	Ort.	Std. S.	n	Difference
<b>Task-centered anxiety</b>	1. 2,0-2,4	44	4,0244	1,04434	0,331	-
	2. 2,4-3,0	145	4,0118	,91151		
	3. 3,0-3,5	137	4,0944	,91559		
	4. 3,5+	19	4,4135	,66521		
<b>Economic and social centered anxiety</b>	1. 2,0-2,4	44	3,4610	1,17636	0,650	-
	2. 2,4-3,0	145	3,3990	1,09535		
	3. 3,0-3,5	137	3,5683	1,12679		
	4. 3,5+	19	3,5188	1,12909		
<b>Student communication-centered anxiety</b>	1. 2,0-2,4	44	4,1742	,99932	0,874	-
	2. 2,4-3,0	145	4,0310	1,02571		
	3. 3,0-3,5	137	4,0815	1,03909		
	4. 3,5+	19	4,1053	1,02622		
<b>Colleague-centered anxiety</b>	1. 2,0-2,4	44	3,9489	1,00952	0,570	-
	2. 2,4-3,0	145	3,9603	,96586		
	3. 3,0-3,5	137	3,9033	1,07111		
	4. 3,5+	19	4,2500	,68211		
<b>Personal development-centered anxiety</b>	1. 2,0-2,4	44	3,9545	1,04586	0,980	-
	2. 2,4-3,0	145	3,9845	,96969		
	3. 3,0-3,5	137	3,9544	1,14894		
	4. 3,5+	19	3,8816	1,13764		
<b>Assignment-centered anxiety</b>	1. 2,0-2,4	44	2,7500	1,29823	0,001	4-1, 4-2, 4-3
	2. 2,4-3,0	145	2,4621	1,18776		
	3. 3,0-3,5	137	2,9805	1,30344		
	4. 3,5+	19	3,2982	1,31419		
<b>Compliance-centered anxiety</b>	1. 2,0-2,4	44	4,0455	,94169	0,897	-
	2. 2,4-3,0	145	3,9839	,95930		
	3. 3,0-3,5	137	3,9976	1,04592		
	4. 3,5+	19	4,1579	,95173		
<b>School management-centered anxiety</b>	1. 2,0-2,4	44	3,7424	1,01376	0,530	-
	2. 2,4-3,0	145	3,6322	1,02569		
	3. 3,0-3,5	137	3,7324	1,08679		
	4. 3,5+	19	3,9825	,84235		
<b>General anxiety</b>	1. 2,0-2,4	44	3,8475	,88193	0,526	-
	2. 2,4-3,0	145	3,7939	,76740		
	3. 3,0-3,5	137	3,8849	,84671		
	4. 3,5+	19	4,0611	,67184		

In Table 5, the examination of the scores obtained from the scale according to the GPA variable is given. Significance was observed in terms of the findings of one-way analysis of variance, observed in the sub-dimensions of assignment-centered anxiety and compliance-centered anxiety ( $p<0.05$ ). As a result of the LSD correction test, which revealed between which groups the significant difference was, it was determined that there was a significant difference between the individuals with a 3.5+ grade point average at the level of assignment-centered anxiety and the other groups ( $p<0.05$ ).

**Table 6.** Examination of the scores obtained from the scale according to the mother's education level variable

		<b>N</b>	<b>Ort</b>	<b>Std. S</b>	<b>n</b>	<b>Difference</b>
<b>Task-centered anxiety</b>	1. Primary School	277	4.0887	.90337	0,004	1-3, 1-5
	2. Secondary School	31	4.3779	.76403		
	3. High School	27	3.4788	1,10351		
	4. Associate Degree	7	4.2653	.64906		
	5. License	3	3,8333	.88736		
<b>Economic and social centered anxiety</b>	1. Primary School	277	3.4848	1.12401	0,368	-
	2. Secondary School	31	3.6452	1,02345		
	3. High School	27	3.1270	1,14102		
	4. Associate Degree	7	3,8571	1,14583		
	5. License	3	3,7143	1,16934		
<b>Student communication-centered anxiety</b>	1. Primary School	277	4.0770	1.03748	0,005	1-3, 2-3
	2. Secondary School	31	4.4247	.81290		
	3. High School	27	3.4815	.99607		
	4. Associate Degree	7	4.5952	.59205		
	5. License	3	4,2222	.67358		
<b>Colleague-centered anxiety</b>	1. Primary School	277	3.9603	.99966	0,028	2-1, 2-3, 2-5, 4-1, 4-3, 4-5
	2. Secondary School	31	4.2661	.85376		
	3. High School	27	3.4537	1,05848		
	4. Associate Degree	7	4,2857	.84691		
	5. License	3	3,6667	1,15470		
<b>Personal development-centered anxiety</b>	1. Primary School	277	3.9774	1.04785	0,234	-
	2. Secondary School	31	4.1532	1,06395		
	3. High School	27	3.5556	1,15678		
	4. Associate Degree	7	4,2143	.91775		
	5. License	3	3,7500	1,08972		
<b>Assignment-centered anxiety</b>	1. Primary School	277	2.7389	1.29954	0,839	-
	2. Secondary School	31	2,9677	1,25124		
	3. High School	27	2,7284	1,17319		
	4. Associate Degree	7	2,4286	1,37051		
	5. License	3	2,5556	.38490		
<b>Compliance-centered anxiety</b>	1. Primary School	277	4.0337	.98482	0,350	-
	2. Secondary School	31	4,0538	1,04029		
	3. High School	27	3,6296	.94432		
	4. Associate Degree	7	4,1905	.97861		
	5. License	3	4,0000	1,20185		
<b>School management-centered anxiety</b>	1. Primary School	277	3.6955	1.04178	0,714	-
	2. Secondary School	31	3,8925	.89603		
	3. High School	27	3,6420	1,06589		
	4. Associate Degree	7	3,7619	1,24297		
	5. License	3	3,1111	1,83586		
<b>General anxiety</b>	1. Primary School	277	3.8620	.80203	0,018	2-1, 2-3, 2-5, 4-1, 4-3, 4-5
	2. Secondary School	31	4.0955	.69337		
	3. High School	27	3.4044	.89852		
	4. Associate Degree	7	4,1086	.72531		
	5. License	3	3,7933	.86286		

In Table 6, the examination of the scores obtained from the scale according to the mother's education level variable is given. As a result of the findings of the one-way analysis of variance, it was revealed that there was significance in the task-centered and student communication-centered anxiety sub-dimensions, colleague-parent-centered anxiety and general anxiety ( $p<0.05$ ). As a result of the LSD correction test, which reveals between which groups there is a significant difference, it was determined that primary, secondary and associate degree graduates had significantly higher anxiety scores than high school and undergraduate graduates at the level of assignment task-centered anxiety ( $p<0.05$ ). At the level of student communication-centered anxiety, the anxiety levels of high school graduates were significantly lower than those of other graduates ( $p<0.05$ ). At the level of colleague-parent-centered anxiety, secondary school and associate degree graduates were found to have a significantly higher level of anxiety than other graduation types ( $p<0.05$ ). At the general anxiety level, secondary school and associate degree graduates were found to have a significantly higher level of anxiety than other graduation types ( $p<0.05$ ).

**Table 7.** Examination of the scores obtained from the scale according to the father's education level variable

		N	Ort.	Std. S.	p
<b>Task-centered anxiety</b>	1. Primary School	190	4,1034	,96381	0,401
	2. Secondary School	70	4,0755	,81195	
	3. High School	67	3,9531	,95618	
	4. Associate Degree	6	3,5952	,78463	
	5. License	12	4,3512	,56527	
<b>Economic and social centered anxiety</b>	1. Primary School	190	3,5241	1,17565	0,183
	2. Secondary School	70	3,6265	1,06386	
	3. High School	67	3,2111	1,02636	
	4. Associate Degree	6	3,1190	,86386	
	5. License	12	3,6310	,93471	
<b>Student communication-centered anxiety</b>	1. Primary School	190	4,1079	1,03349	0,150
	2. Secondary School	70	4,1190	1,01524	
	3. High School	67	3,8881	1,05425	
	4. Associate Degree	6	3,5556	,96992	
	5. Lisans	12	4,5556	,50918	
<b>Colleague-centered anxiety</b>	1. Primary School	190	4,0224	1,03021	0,128
	2. Secondary School	70	3,9786	1,00248	
	3. High School	67	3,6903	,92122	
	4. Associate Degree	6	3,7083	,82790	
	5. License	12	4,2708	,85585	
<b>Personal development-centered anxiety</b>	1. Primary School	190	4,0145	1,08110	0,222
	2. Secondary School	70	4,0214	1,04668	
	3. High School	67	3,7239	1,04459	
	4. Associate Degree	6	3,6667	,88976	
	5. License	12	4,2917	,77484	
<b>Assignment-centered anxiety</b>	1. Primary School	190	2,6965	1,31143	0,632
	2. Secondary School	70	2,9381	1,32642	
	3. High School	67	2,6716	1,21922	
	4. Associate Degree	6	2,6667	,91894	
	5. License	12	3,0000	,94281	
<b>Compliance-centered anxiety</b>	1. Primary School	190	4,1000	,98486	0,068
	2. Secondary School	70	3,9905	,98454	
	3. High School	67	3,8010	1,01015	
	4. Associate Degree	6	3,2222	,80737	
	5. License	12	4,1667	,79772	
<b>General anxiety</b>	1. Primary School	190	3,7474	1,05210	0,436
	2. Secondary School	70	3,7571	1,00709	
	3. High School	67	3,5821	1,04341	
	4. Associate Degree	6	3,0556	1,14342	
	5. License	12	3,7500	,94415	
<b>General anxiety</b>	1. Primary School	190	3,8893	,86026	0,175
	2. Secondary School	70	3,9020	,76442	
	3. High School	67	3,6807	,72391	
	4. Associate Degree	6	3,4567	,71116	
	5. License	12	4,1125	,59383	

In Table 7, the examination of the scores obtained from the scale according to the father's educational status variable is given. It was determined that there was no significance in terms of the findings of one-way analysis of variance observed between the scores obtained from the scale ( $p>0.05$ ).



**Table 8.** Examination of the scores obtained from the scale according to the family income level variable

		N	Ort.	Std. S.	p
<b>Task-centered anxiety</b>	1.1000-1500TL	102	4,0763	,87385	0,702
	2.1500-2500TL	95	4,1459	,85568	
	3.2500-3500TL	56	4,0791	,97821	
	4.3500-4500TL	30	3,8738	1,13679	
	5.4500TL+	62	4,0207	,93654	
<b>Economic and social centered anxiety</b>	1.1000-1500TL	102	3,3838	1,23628	0,325
	2.1500-2500TL	95	3,5609	1,08362	
	3.2500-3500TL	56	3,6888	1,03952	
	4.3500-4500TL	30	3,5190	,98367	
	5.4500TL+	62	3,3111	1,08567	
<b>Student communication-centered anxiety</b>	1.1000-1500TL	102	4,0964	1,03844	0,255
	2.1500-2500TL	95	4,1719	,92747	
	3.2500-3500TL	56	4,1756	1,01773	
	4.3500-4500TL	30	3,7556	1,05838	
	5.4500TL+	62	3,9462	1,11733	
<b>Colleague-centered anxiety</b>	1.1000-1500TL	102	3,9338	1,03403	0,868
	2.1500-2500TL	95	4,0158	,91661	
	3.2500-3500TL	56	4,0134	1,03069	
	4.3500-4500TL	30	3,8500	1,08397	
	5.4500TL+	62	3,8790	1,02304	
<b>Personal development-centered anxiety</b>	1.1000-1500TL	102	3,9681	1,07841	0,808
	2.1500-2500TL	95	4,0289	1,03069	
	3.2500-3500TL	56	4,0045	1,00848	
	4.3500-4500TL	30	3,9583	1,18191	
	5.4500TL+	62	3,8185	1,07044	
<b>Assignment-centered anxiety</b>	1.1000-1500TL	102	2,7549	1,43424	0,772
	2.1500-2500TL	95	2,7298	1,22261	
	3.2500-3500TL	56	2,5833	1,22309	
	4.3500-4500TL	30	2,8333	1,18661	
	5.4500TL+	62	2,8871	1,20404	
<b>Compliance-centered anxiety</b>	1.1000-1500TL	102	3,9869	1,04563	0,096
	2.1500-2500TL	95	4,2175	,88695	
	3.2500-3500TL	56	3,9881	,97227	
	4.3500-4500TL	30	3,9000	1,02142	
	5.4500TL+	62	3,7849	1,00834	
<b>School management-centered anxiety</b>	1.1000-1500TL	102	3,6405	1,07853	0,683
	2.1500-2500TL	95	3,7895	,88866	
	3.2500-3500TL	56	3,8155	1,08975	
	4.3500-4500TL	30	3,6667	1,12784	
	5.4500TL+	62	3,6022	1,10939	
<b>General anxiety</b>	1.1000-1500TL	102	3,8318	,83877	0,650
	2.1500-2500TL	95	3,9329	,73952	
	3.2500-3500TL	56	3,9027	,82396	
	4.3500-4500TL	30	3,7413	,86663	
	5.4500TL+	62	3,7668	,83106	

In Table 4.8, the examination of the scores obtained from the scale according to the family income level variable is given. It was determined that there was no significance in terms of the findings of one-way analysis of variance, observed between the scores obtained from the scale ( $p>0.05$ ).

## DISCUSSION

In this part of the study, the sub-problems prepared within the framework of the general objectives of the research and the comments and discussions on the findings related to these problems were made. In addition, various research results that show similarities or differences with the findings of this research in the literature are examined and discussions on this subject are given.

When we look at whether they are worried the participants towards their profession differ according to the gender variable, it is concluded that there is no significant difference between the groups in all sub-dimensions of the scale and in the total score. Elkatmış et al. (2013) stated that their anxiety levels did not differ in terms of gender variable in their research on students studying at the Faculty of Arts and Sciences, Ülper and Bağcı (2012) with Turkish teacher candidates, and Ilgaz et al. (2013) on students studying in the formation program.

Altun (2015), Gümrükçü-Bilgici (2016) and Öztürk (2018) found in their studies that stated that there is it was revealed that there was no significant difference between the anxiety level of the study group in terms of gender.

In different studies, occupational anxiety gender were a significant variable (Adıgüzelli, 2015; Varol, Erbas, & Ünlü, 2014; Akgün & Özgür, 2014; Aydın & Tekneci, 2013; Çubukçu & Dönmez, 2011; Tümkaya, Cavuşoğlu, 2009; Taşgım, 2006; Çakmak and Hevedanlı, 2005).

When we look at whether they are worried the participants towards their profession differ it was found that there was no significance in terms of age status. in the assignment-centered anxiety sub-dimension. As a result of the LSD correction test, which revealed between which groups the significant difference was, there was a significant difference between 27+ age group and the other two groups in the level of assignment-centered anxiety. Therefore, it can be said that they have anxiety about appointment in all age groups. Accordingly, it has been determined that age has an effect on occupational anxiety. It is thought that the increase in age-related occupational anxiety is due to the delay in expectations and reaching goals in life. Çelik (2017) determined that there was a differentiation in terms of “Student/Communication-Centered Anxiety” and “School Administration-Centered Anxiety” sub-dimensions his study on Turkish teacher candidates. In addition, it was determined that anxiety scores increased with the increase in grief in all sub-dimensions.

Dursun and Karagün, (2012), stated that there is no difference between the task and student-centered anxiety levels of teacher candidates in terms of the age variable; stated that there was a significant difference in the mean scores of self-centered anxiety levels. In his study with pre-school teacher candidates, Gümrükçü-Bilgici (2016) determined that the levels of professional anxiety showed a significant differentiation depending on age. It has been revealed that pre-service teachers who are younger have lower occupational anxiety levels. Öztürk (2018) concluded in his study that It is seen that there is no significance with the professional concerns of the participants in the study depending on age.

When we look at whether they are worried the participants towards their profession differ according to the variable of the type of high school they graduated from; A significant difference was found in the sub-dimensions of economic/social-centered anxiety and adjustment-centered anxiety. As a result of the LSD correction test, which revealed between which groups the significant difference was, it was determined that there was a significant difference between the graduates of imam hatip high schools and graduates of other high schools in the level of economic/social centered anxiety. Imam hatip high school graduates and Anatolian/vocational/fine arts high school graduates at the level of harmony-centered anxiety; Significance has come to the fore between the graduates of sports high schools and graduates of Anatolian / vocational / fine arts high schools. Çubukçu and Dönmez (2011) in their study on prospective teachers from different branches; They stated that there is a significant difference between the level of professional anxiety and the type of high school graduated from.

Alisinanoğlu et al., (2010) stated It was found that there was a significant difference in the anxiety level of teacher candidates in terms of the type of high school graduated with classroom management. In his study, Gümrükçü-Bilgici (2016) found that the professional anxiety level of pre-school teacher candidates differed significantly depending in terms of graduated high school status variable. Mergen et al., (2014) stated in the study they conducted with social studies teacher candidates that those with high professional anxiety levels were first grade teacher candidates and they mostly graduated from regular high school. Öztürk (2018) and Yıldırım (2011) found in their studies with prospective classroom teachers that the vocationalit was concluded that it was found that there was no significance between anxiety level of the students and the type of high school graduated from. When we look at whether they are worried the participants towards their profession differ according to the variable of education; there was no difference between the scores obtained from the scale. Türkdoğan (2014) stated in his research that there is no significant difference in terms of teacher candidates' professional concerns and grade level. We can say that this result supports our study. Şen (2016) revealed in their studies no visible difference between teacher candidates' professional anxiety levels and class variables.

In similar studies conducted with between the level of professional anxiety variable of the class studied (Adıgüzelli, 2015; Akgün & Özgür, 2014; Aydın & Tekneci, 2013). Dursun and Karagün (2012) stated that physical education teacher candidates studying in the last year; In their study, in which occupational anxiety levels were handled in terms of different variables, they revealed that the types of anxiety they had did not differ significantly according to the academic grade point average.

When we look at whether they are worried the participants towards changing professionally the academic grade point average variable, it has been revealed that there is significance in the sub-dimension. assignment-centered anxiety and compliance-centered anxiety. As a result of the LSD correction test, which revealed it was revealed in which variables change occurred in terms of significance and that there was significance, individuals with a 3.5+ grade point average at the level of assignment-centered anxiety and the

other groups. Öztürk (2018) it was stated that the study group did not show any significant relationship with their professional anxiety. their overall grade point average. Çınar (2018) found that the levels of professional anxiety did there does not appear to be much difference grade point average in the research she conducted with the students of the tourism guidance department. Similarly, Yıldırım (2011) found in his study with pre-service classroom teachers that the vocational anxiety levels of the students did not differ significantly depending on the grade point average.

In different studies, it is seen that there is a relationship between the increase in the anxiety scores of teacher candidates and the decrease in their grade point averages, as well as studies showing that the level of anxiety decreases with the increase in success (Saracaloğlu et al. 2009; Akgün et al. 2007; Surtees et al., 2002; Alisinaoğlu et al.; Akkaya, 1999).

When we look at whether they are worried the participants towards their profession differ In terms of mother's education level, it was found significant among its sub-dimension task-centered and student communication-centered anxiety, colleague-parent-centered anxiety and general anxiety. As a result of the LSD correction test, which reveals between which groups there is a significant difference, it was determined that primary, secondary and associate degree graduates had significantly higher anxiety scores than high school and undergraduate graduates at the level of assignment task-centered anxiety. At the level of student communication-centered anxiety, the anxiety levels of high school graduates were significantly lower than those of other graduates. It was found that secondary school and associate degree graduates had a significantly higher anxiety level than other graduation types at the level of colleague-parent-centered anxiety. It was found that secondary school and associate degree graduates had a significantly higher level of anxiety than other graduation types at the general anxiety level. Şen (2016) found in his study that the professional anxiety levels of teacher candidates differ significantly depending on the education level of the mother. Türkdöğün (2014) stated in his study among pre-service teachers that the occupational anxiety levels participants are not active show no positive difference in terms of mother's educational status variable.

When we look at whether they are worried the participants towards their profession differ in terms of father's condition education in terms of status characteristics, it was seen that there was no significance in the obtained scores. obtained from the scale. In his study, Öztürk (2018) revealed that occupational anxiety primary school teacher candidates did not significantly differ in terms of father's education level. Similarly, Türkdöğün (2014) stated in his study among education faculty students that the professional anxiety levels it was seen that there was no difference in terms of the situation of teacher candidates educational status of the father.

However, Şen (2016) found in his study with pre-school pre-service teachers It was found that the occupational anxiety status of the individuals participating in the study changed positively depending on the educational status of the father.

When we look at whether they are worried the participants towards their profession differ It has been shown that there is

no change in terms of family income status obtained from the scale. According to Dursun and Karagün (2012), it was seen especially occupational anxiety scores of teacher candidates doIt was stated that there was no difference in terms of income levels status. Çakmak and Hevedanlı (2005) stated that the anxiety states of candidate teachers do not change according to the variable of economic situation. When these studies are examined, it can be seen that there are studies that support our study. In our study, it was concluded that the perceived economic status of their families did not change the anxiety levels of candidate physical education teachers.

Adıgüzelli (2015), Ünaldı and Alaz (2008) stated teacher candidates with low income levels have higher anxiety levels. Dilmaç (2010) also stated that the high level of income of families is a factor that reduces their occupational anxiety levels. Deveci et al., (2012) participants in their research with low income are more anxious.

Özsarı (2008) and Sekmenli (2000) concluded in their research that pre-service teachers with higher income levels have lower levels of anxiety than those with medium and lower income levels. In addition, it was seen that the teacher candidates with the highest level of anxiety also had low income.

As a result, it is seen that there is no significant difference in the anxiety levels of the physical education teacher candidates towards their profession in terms of men and women. In terms of the age variable, it was observed that the professional anxiety levels of the teacher candidates aged 27 and over were higher than the other age groups, while a significant difference was found in the variable of the type of high school graduated. However, no significant difference was observed in terms of the class variable studied. It was determined that the physical education and sports teacher candidates with a high academic grade point average had higher occupational anxiety than those with a low academic grade point average. In terms of mother's education level variable; It has been observed that primary, secondary and associate degree graduates have higher anxiety than high school and undergraduate graduates, and there is no significant difference in terms of father education status variable. It was concluded that there was no significant difference between the professional anxiety levels of physical education and sports teacher candidates in terms of income level.

### **Suggestions;**

First of all, the research can be applied to teacher candidates studying at different universities and different departments.

Comparisons can be made according to different grade levels.

Comparisons can be made between the year that teacher candidates first graduated from the department and the years they will graduate.

### **Ethics Text**

The approval for this study was obtained from Clinical Research Ethics Board of Iğdır University (Approval number: E-37077861-200-33115 2021/14 Date: 20.04.2021).

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## Genişletilmiş Özet

**Çalışmanın Amacı:** Bu çalışmanın amacı, beden eğitimi ve spor öğretmeni adaylarının mesleklerine yönelik kaygı durumlarının incelenmesi amacıyla yapılan bir çalışmadır.

**Araştırma Soruları :** Araştırma veri toplama aracı olarak Cabı ve Yalçınalp (2013) tarafından geliştirilen, geçerlik ve güvenilirlik analizleri yapılmış olan “Öğretmen Adaylarına Yönelik Mesleki Kaygı Ölçeği”, elektronik posta aracılığıyla ölçeğin geliştiricisinden izin alınarak kullanılmıştır.

**Literatur Araştırması:** Öğretmenliğin genel olarak ev güvenilir meslekler arasında olduğunu görmekteyiz. Fakat öğretmen yetiştiren eğitim fakültelerinde ve yüksekokullarda meydana gelen artış öğretmen adaylarının birikmesine sebep olmaktadır. Bundan dolayı öğretmen atamalarının kısıtı olan, Kamu Personeli Seçme Sınavının öğretmenlik mesleğini icra etmede yeterli olmadığı görülmekte ve öğretmen adaylarının kaygı içinde olduğu gözlemlenmiştir (Bozdam, 2008). Günümüz toplumunun kaygısı azalmamakla birlikte gün geçtikçe artmaktadır. Bunun nedeni olarak da değişen toplum ve yaşama ayak uydurma çabası, zorluklarla baş etmeye çalışırken karşılaşılan engeller sayılabilir. Kimlik arayışında ve kendini gerçekleştirmek isteyen gençler toplumsal olayları gözlemler ve bunlara çözüm arayışına girdiğinde kaygı duygusuyla karşılaşır (Yörükoğlu, 1985). Üniversite son sınıf öğrencileri yaşamlarının en önemli dönemlerinden birini yaşamaktadırlar. Mezun olmaları demek, iş hayatının ya da işsizlik hayatının başlangıcı demektir. İş seçimi, gerçek hayatta rolünü almasına ilişkin yaptığı planlar, yaşadığı arkadaşlıklar ve değişik sorumluluklar kişide kaygı yaratıcı etmenlerden bazıları olarak görülebilmektedir (Tümerdem, 2007). Eğitim sisteminin en temel görevlerinden biri, öğrencileri zihinsel becerilerle donatmak ve onları öz yeterlik inancı yüksek bireyler olarak yetiştirerek hayatları boyunca öğrenme isteklerini devam ettirmelerini sağlamaktır (Bandura, 1995). Eğitim sisteminin kaliteli hizmet vermesi, öğretmenlerin niteliğine bağlı olduğu kadar, aynı zamanda öğretmenlerin istenilen hedeflere ulaşabileceklerine olan inançlarına da bağlıdır. Öğretmen ve öğretmen adaylarının öz yeterlik inançlarının yükseltilmesiyle, eğitim sisteminin amaçlarının gerçekleşmesine olan katkısı yüksek olacaktır (Caymaz, 2008). Öğretmen adaylarıyla ilgili gerçekleştirilen araştırmaların çoğunluğunda, en önemli sorunların başında mesleğe yönelik öz yeterlik inançları ile mesleki kaygılar gelmektedir. Ülkemizde öğretmenlik mesleğine ilişkin kaygı ile ilgili farklı araştırmalar yer almakta; ama bu araştırmaların

beden eğitimi öğretmeni adaylarında az olduğu görülmektedir. Alisinanoğlu vd., (2010), okul öncesi eğitimi öğretmen adaylarının mesleki kaygı düzeylerini incelediği çalışmanın sonucunda öğretmen adaylarının öğretim süreci ile kaygı düzeyleri arasında sınıf düzeyi açısından anlamlı bir farklılığa ulaşılmıştır.

Eğitimin niteliğinin artırılmasında vazgeçilmez bir ihtiyaç olan öğretmenin kişilik özelliklerine, yaşanılması kaçınılmaz olan mesleki kaygı durumlarına yönelik çalışmalar yapılmışsa da; öğretmen adaylarının kişilik özelliklerinin mesleki kaygı boyutlarıyla ilişkisini inceleyen bir çalışmaya ulaşılamamıştır. Bu doğrultuda öğretmen adaylarının kişilik özelliklerinin ve mesleki kaygı düzeylerinin ve bunlar arasındaki ilişkinin ne düzeyde ve nasıl olduğunun belirlenmesi önem taşımaktadır. Bu araştırmaları göz önüne alındığımızda beden eğitimi öğretmen adaylarının hayatında kaygının oldukça önemli olduğu görülmektedir. Bu sebeple bu araştırmada, beden eğitimi öğretmen adaylarının mesleğe yönelik kaygılarını araştırmak amaçlanmıştır.

**Yöntem:** Çalışmada verileri toplamak amacıyla, 2020-2021 eğitim-öğretim yılı bahar döneminde farklı üniversitelerde öğrenim görmekte olan 345 Beden Eğitimi ve Spor öğretmeni adayına “Öğretmenlik Mesleğine Yönelik Kaygı Ölçeği” uygulanmıştır. Öğretmen adaylarına ölçme aracı uygulanmadan önce çalışmanın amacı ölçek ile birlikte gönüllü olarak katılan öğretmen adaylarına açıklanmıştır. Araştırmada kullanılan ölçme aracı öğretmen adayları tarafından yaklaşık 20-25 dakikada pandemi sebebi ile on-line olarak uygulanmıştır. Ölçme araçlarının doldurulması esnasında öğretmen adaylarının gönüllü olmasına dikkat edilmiştir. Araştırmada verilerin istatistiksel analizi için ölçeklerden elde edilen veriler bilgisayar ortamına kodlanıp SPSS 22.0 programından yararlanılmıştır. Normallik ve homojenlik sınavının ardından (normal dağılım göstermeyen verilerin basıklık ve çarpıklıkları değerlendirilmiş ve +/- 2.00 puan aralığındakiler normal dağılım gösterdiği varsayılmıştır). İkili gruplar arasındaki farklılığın analizi için bağımsız gruplarda t testi, çoklu gruplar arasındaki farklılığın analizi için tek yönlü varyans analizi ve LSD post hoc düzeltme testi uygulanmıştır. Değerler ortalama ve standart sapma şeklinde sunulmuş ve 0.05 anlamlılık düzeyinde incelenmiştir.

**Sonuç ve Değerlendirme:** Sonuç olarak beden eğitimi öğretmeni adaylarının mesleklerine yönelik kaygı durumlarının kadın ve erkekler açısından herhangi bir anlamlı farklılık olmadığı görülmektedir. Yaş değişkeni açısından 27 yaş ve üzerinde olan öğretmen adaylarının diğer yaş gruplarına göre mesleki kaygı düzeylerinin yüksek olduğu görülürken, mezun olunan lise türü değişkeni açısından da anlamlı farklılığa rastlanmıştır. Ancak öğrenim görülen sınıf değişkeni açısından anlamlı farklılık görülmemiştir. Akademik not ortalaması yüksek olan beden eğitimi ve spor öğretmeni adaylarının düşük olanlara göre mesleki kaygı durumunun daha yüksek olduğu belirlenmiştir. Annenin eğitim düzeyi değişkeni açısından; ilkökul, ortaokul ve önlisans mezunlarının lise ve lisans mezunlarına göre daha yüksek kaygı içerinde olduğu, baba eğitim durumu değişkeni açısından ise herhangi bir anlamlı farklılık olmadığı görülmüştür. Gelir düzeyi açısından beden eğitimi ve spor öğretmeni adaylarının mesleki kaygı durumları arasında

herhangi bir anlamlı farklılığın olmadığı sonucuna ulaşılmıştır.